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ABSTRACT

Research documents, conference presentations, and journal articles are used in a five-part review of recruitment strategies currently being employed at junior colleges. The first section provides background information on the development of the community college movement. The second section focuses on changing student objectives and their implications in terms of meeting needs for lifelong learning and demands for equal access to education. In addition, this section discusses trends towards increasing state intervention into college governance. The third section covers marketing concepts by quoting definitions, recommendations for successful marketing practices, discussions of the applicability of commercial marketing techniques to student recruitment, and studies of student attrition and ways an effective and comprehensive marketing program can reduce it. A fourth section reviews approaches to marketing found in the literature. These include: informational advertising, college mailings, provision of complete and accurate information to prospective students, verification of informational completeness and accuracy, use of telecourses, thematic approaches to recruitment, use of a marketing task force, and market segmentation. Additionally, special attention is focused on increasing handicapped and minority enrollments and persistence. A final section draws recommendations from the literature for meeting student needs and new educational goals. (AYC)

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Current Recruitment Practices in Community Colleges and Other Post Secondary Institutions

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Background Information

During the period of "infancy" in the community college movement, from the 50's and continuing through the early 60's, Johnson reflects that community colleges were seen as "second-class" citizens in the post-secondary scene, providing classes for less qualified students, the vocationally oriented, the poor, and for those who could not get into the established institutions. Then, during the "solvent sixties", he observes that the student consumer identified the community college as an "alternative" with abundant opportunities, providing a chance to start college at minimum cost, innovative programs, and available at convenient locations.

> "Students learned, were satisfied, saved money and time, and told their friends. ...While traditional colleges 'selected', community colleges 'served'. ...Community/junior college enrollments climbed to a point in 1975 that the National Center for Educational statistics reported one-half of all freshmen were attending public two-year colleges. Approximately 36 percent of all enrollments in post-secondary education were in community colleges." (13:14)

The law of student supply and demand dealt a sudden blow to community colleges when the 1976 fall enrollments remained nearly the same as for the previous year. Johnson reveals that this was the first time in twenty years that continued upward enrollment figures were not evident. In some community colleges located away from population centers, enrollment decreases of ten to twenty percent were recorded.

"Enrollments could no longer be taken for granted. This single factor can change the direction of a college because it has such tremendous impact on a college's total fiscal stability. Full-time, part-time, continuing education--total credit hours are all tied directly to finances. ...leadership personnel at community colleges were required to examine their income production factors. A hard look had to be given to the 'bottom line'. Taxpayers began asking questions and bond issues and referenda were defeated. Media sources believed books like The Case Against College and some assumed an adversary role. College Board test scores and writing/reading skills were declining. This combination of conditions, along with faculty unrest, inflation, and the energy crisis, placed education under a microscope." (13:14-15)

Current Trends

As the 70's draw to an end, a number of factors have surfaced which are contributing to the decisions made by potential students in regard to seeking advanced educational training in tax supported post-secondary institutions. Among the more influential factors are: changing attitudes among the various public sectors concerning perceived values to be gained from investments required for educational services, termination of benefits from the G.I. Bill, the military demand placed on the declining birth rate pool of eligible citizens, reduced numbers of high school graduates created by the lower national birth rate, competition from civilian employers, increased recruitment emphasis exhibited by colleges and universities, competition from privately funded post-secondary skill-training institutions, and the decision being reached by many individuals to seek employment or travel prior to settling into a college training program.

These impacts on decisions to be reached by educational consumers of the future cannot be taken lightly. Lahti makes these observations concerning the responsibility of educators to assess the prospects for continued service.

"Our task as educators is to see that whole, and assess its positive and negative aspects. ...we must start by examining present trends and make our judgments as well-founded as possible.

The only true constant in our consideration is the dynamic evolutionary and revolutionary nature of education. Predictions and planning for our future ... must ... be based upon the inevitability of that change, and our success will depend upon our ability to assess the strength of emerging trends and view new situations not as threats but as opportunities." (14:8)

Nathan Glazer, educator-sociologist of Harvard University, has summarized the consensus of opinions offered by twenty-six prominent educators in the book, The Third Century. The most prominent trends projected about the future of higher education were the increasing importance of lifelong learning, the growing concern for equality of opportunity and of institutions, and the impact of continued government intervention which is closely aligned with the egalitarianism theme. (14:8) Lahti adds a fourth trend to these influences on the future of post-secondary education which he identifies as "the graying of America", as has become evident in other areas of our society and which he predicts will continue to grow over the next two decades. (14:9)

The concept of "lifelong learning" is not a new idea on the educational horizon. Greek scholars envisioned the ideal society as one whose members would continue to study, learn, and teach throughout life. Lahti cites the definition for "lifelong learning" supplied by Glazer, as a composite of many elements.

"A higher proportion of adults attending colleges and universities, a delay in the beginning of higher education and interruptions in it so that the individual, instead of running one main race, runs many smaller ones, responding to circumstance, need, interest; the use of institutions of higher education to provide new occupational training for those whose old occupations have become redundant, or for new tasks, created by technology and society; and the use of such institutions to keep professionals up-to-date, and to teach leisure time pursuits and satisfy recreational interests." (14:9)

The probability of returning to school several times during the adult years is fast becoming the usual rather than the unusual thing to do. Lahti refers to the prediction by Ernest Boyer, U.S. Commissioner of Education, that we will see a fundamental change in the view of life as distinct steps assigned to childhood, formal education, work, and retirement becoming threaded with the continuing process of higher education from sixteen to eighty-five. (14:9)

Marketing Concepts

Most educational institutions have a long history of institutional promotion. O'Brien states that:

> ..."the promotion has been directed toward alumni, legislators, and potential public benefactors with the objective of securing aid to serve the educational needs of students. It is now necessary to change the direction, organization and emphasis of institutional promotion.
>
> With the realization that higher education has lost its vaunted position in the eyes of the public, administrators of colleges and universities must be prepared to enter into competition with all other suppliers of products and services--educational and noneducational. There is no inherent contradiction between marketing services and maintaining professional standards and ethical conduct." (18:22)

According to Johnson, the marketing concept which applies to educational institutions is "not selling or other high pressure techniques normally identified with Madison Avenue used car salespersons, or mind-managing promotional campaigns." He continues by citing this definition of marketing offered by Philip Kotler in his book, Marketing for Non-profit Organizations:

"Marketing is the effective management by an organization of its exchange relations with it's various markets and publics.

All organizations depend upon exchange relations to attract resources that they need to convert them into useful products and services, and to distribute them efficiently to target markets. Marketing is a systematic approach to planning and achieving desired exchange relations with other groups. Marketing is concerned with developing, maintaining, and/or regulating exchange relations involving products, services, organizations, persons, places, or causes." (13:15)

Karl J. Jacobs, president of Rock Valley College, Rockford, Illinois, makes these comments concerning successful marketing practices by educational institutions, as cited by Johnson.

"The key to the successful marketing of educational services requires a sophisticated communication among administrators, faculty, and supportive personnel. There must exist within the institution an attitude of commitment to service and a willingness to adapt and change to an ever-changing society. New skills must be learned and there must be a constant reevaluation of internal administrative systems to be assured that the college is able to respond to those who call upon it for service." (13:16)

Further recommendations were offered by Jacobs. 1) The response mechanism should be a part of a marketing commitment with methods utilized which can be measured in terms of cost effectiveness. 2) One person should become the catalyst for marketing, perhaps someone responsible for planning and external relations, who possesses the following attributes: research and analysis skills combined with the respect and authority to impact decisions; be politically astute, yet professionally competent; possess communication skills to work with the various publics, and a financial and statistical background for developing cost guidelines and measuring returns; and project interpersonal relationship skills required to manage the processes and people involved. 3) "The faculty and support personnel must understand that they are critical to any successful marketing program. The served and satisfied student is the key to long-range

marketing. Faculty members cannot divorce themselves from the realities of cause/results relationships with students. Their professional futures will be dictated by the satisfied student. Satisfied students are the lifeline to institutional stability." 4) Seek answers to attrition by department, instructor, and throughout the school, however painful the process may be, if marketing is to become a reality. (13:16-17)

O'Brien identifies four basic areas of decision-making in which a marketing executive engages: product, pricing, promotion, and distribution channels. He cautions that faculty and administrators are often reluctant to adopt the strategies employed in marketing educational institutions. The entire organization must orient its total operation to meeting the wants of its customers. O'Brien further suggests that:

> "The educational services of the institution must be those which students and prospective students wish to purchase with their tuition money. It may be necessary for the institution to alter or drop basic studies requirements, or revise courses, majors, or minors, to bring its offerings in line with what students and their parents wish to purchase. Obviously, there will be faculty members and administrators who will object on the grounds that students will select snap courses and programs of study lacking substance. Some students will react in this manner, as has always been true. However, few students will pay several thousand dollars for a useless or inferior service. They will select and act so as to obtain full value. Today's students are in touch with the reality of the world, and they realize that while a degree may obtain the first job for them, keeping the job and advancing depend upon the education behind the degree. Similar attitudes exist toward the lifetime advantages of a college education." (18:23)

The writing of Fischer in his paper, "Marketing a Community College: A Conceptual Framework", reveals these insights:

> "While recruitment activities should be planned and carried out and the individuals involved be made accountable for their efforts, we should be very careful not to confuse recruitment outcomes with an expected increase in enrollment at a community college. By focusing on the roles played by both the salesman representing a business marketing organization and those of the people involved in community college recruitment activities, we may begin to understand the real meaning of marketing a community college.

...the community college recruiter has no control over most functions that have to be individualized in order for the actual sale to occur or before a prospective student enrolls in specific classes. ...The marketing process at a community college is not completed until individuals register, pay fees, and attend classes. ...class attendance depends on a number of internal college functions. How inquiries are handled--be they phone, walk-in, or mail--the handling of applications, the availability of staff to discuss general and specific educational needs with prospective students at the time of application, the scheduling of registration and fee payment, and the availability of financial aid may singularly or collectively have a bearing on whether or not an inquirer or an applicant becomes a student. Student status must be achieved before we in a community college can say that the marketing process is completed and delivery or instruction take place.

...Success of marketing a community college, which is measured by attendance, can only be achieved if all student services are coordinated and clearly understand their roles and contributions to the marketing process. I suggest that student retention begins with the dissemination of accurate information about the college, its programs, and services, and may ultimately depend upon counseling and/or advising applicants in courses and programs which are in keeping with their abilities, interests, and needs.

...Marketing is a process which is applicable to a community college inasmuch as its applicability is based on our commitment to meet the educational needs of the individuals we are committed to serve.

...although some educators may be uncomfortable in borrowing terminology from the business world, the size of the educational enterprise clearly demonstrates that education is big business. In 1976, education involved twenty-nine percent of the total population, cost approximately $131 billion, and accounted for eight percent of the gross national product. It seems imperative that close attention be given to the way in which those responsible for delivery of educational services interface with consumers of those services." (5:1-7)

Leach also emphasizes that delivery is the key to an effective marketing process which is dependant upon repeat business and customer satisfaction. He believes that the best promotional efforts will be ineffective unless the college delivers learning and support services that students want at times and locations convenient for them. (7:12)

A report by Cope and Hannah, as cited by Leach, reveals that about two in ten students entering community colleges stay on to complete the requirements for an associate degree and one in ten goes on to complete requirements for a baccalaureate degree. Leach observes that the failure of such a high percentage of students to meet entrance objectives represents both a loss of instructional resources and a waste of human resources invested by the unsuccessful students. (7:12)

Investigation of two attrition indices, Between-Term and Within-Term, can provide a potent catalyst for the reexamination, from a marketing perspective, of a school's selection of programs of study, courses offered, the way offerings are packaged and presented to students, including both time and place, and the types of learning support systems available to students.

Leach reports that, according to Astin:

> "While administrators and faculty have traditionally seen recruitment as the principal means to keeping enrollment up, an equally promising approach is to reduce dropout rates. ...Investing resources to prevent dropping out may be more 'cost effective' than applying the same resources to more vigorous recruitment." (7:13)

It is concluded by Leach that:

> "Successful implementation of delivery strategies requires the commitment and creative thinking of the faculty, counselors, advisors and other who are responsible for direct delivery of learning and support services to students." (7:13)

In his article, "Implementing the Marketing Process", Leach also asserts that the "marketing process" offers a conceptual framework for assessing student needs, developing promotional and delivery strategies that are responsive to those needs, and evaluating the effectiveness of those stragegies. New strategies can make the institution more responsive to the needs of its present and potential clientele. (15:24)

Gorman reaches these conclusions in his article, "Marketing Approaches for Promoting Student Enrollment in Higher Educational Institutions",

> "A changing marketing situation is forcing reconsideration of recruiting and retention efforts in progressive universities and colleges. Institutions applying sound marketing techniques will have a competitive advantage over those who do not. The greatest needs are for awareness of the situation, an attitudinal set that includes research into the thinking of the universities' publics, and the promotion of adjustment techniques to accommodate and inform the prospective market. A good image and any comparative edge will attract additional enrollees. A well-founded reputation of 'service to customers', however, will be determinative in the long run." (12:250)

Johnson observes that marketing is not the total answer, but when done properly, it can create a new direction and meaning for a community college.

> "Controlled change is marketing's goal. Generating new income resources must be part of marketing's functions. ...An assertive and positive role should be the goal of the community college.
>
> More should be said about the quality of teaching, and importantly, about the quality of graduates. The outcome factors become critical each year as the adult learner enters the educational mainstream. Costs...need to be stressed because too many think they cannot afford college. Measurable assets must be found, communicated, and stressed or potential users will not benefit from society's investment in community colleges.
>
> ...The opportunities exist--they just need to be found, served, and satisfied." (13:17)

Methods of Approach

Gorman suggests that informational advertising is well within ethical boundaries as a means of bringing out unique positive features of an institution. It should be in good taste and project a positive image for the school. Student interests can be captured through direct mail enclosures to high school seniors in the geographical area with favorable pictures of facilities and curriculum offering lists included. (12:248)

Further suggestions made by Gorman cite the writing of Luther H. Hoopes, who "contends that advertising should be geared to achieve awareness, inquisitiveness, deeper understanding, action, and commitment." Hoopes notes that several mailouts spaced over time are more effective than a single mailout. Colleges also are using posters, advertising in magazines, and personal phone calls to contact prospective students. Every effort should be made by public relations departments to secure free publicity in area newspapers about campus events and news. He also observes that "advertising approaches should be unified, coordinated with recruiting in regard to appeals and timing, and designed to build definitive, favorable images." (12:248)

The following observations concerning college mailings are given by Druesne and Zavada in a report on research conducted by the Student Search Service in 1975, 1976, and during the winter of 1976-77:

1) Student response is much higher if mailings indicate that students' names were provided by the Student Search Service. (Apparently, if students understood that the material was sent to them because they asked to receive it, they pay more attention to it than they do to unsolicited material.)

2) Special curriculum-related mailings are more effective than general mailings.

3) Materials sent by first-class postage produce a higher rate of student response than materials mailed at other postage rates.

4) Editorial and graphic qualities greatly influence students' rates of response: mailings with the highest response rates included printed materials that were direct, thorough, and spirited--consistent in tone and genuinely sympathetic to students' needs; mailings with low response rates had too little (or too much) information, were confusing, or had a patronizing attitude--particularly to minority students and women, and they were usually poorly designed and badly organized.

5) Students themselves are the most helpful critics of what varieties of materials are most convincing: they admire openness, honesty, simplicity, and straightforward, well-written information; they dislike "gimmickry" and "hard-sell" materials--but they admire good design and effective use of color; they are suspicious of colleges that emphasize geographic location and recreational opportunities; they are much more interested in curriculum information and other practical material upon which to base their decisions--but they dislike extravagant claims of institutional excellence; testimonials and biographies of successful alumni are viewed by some students as boring and irrelevant to their needs; students enjoy receiving invitations to special on-campus events, but not many said they actually attended these functions.

6) In general, students report that they like to receive mail from colleges through the Student Search Service, and they view the service as a helpful system for obtaining education guidance information; students are quickly becoming informed consumers and outspoken critics of promotional communications. (10:10)

From Stark and Marchese one learns that the new climate of "educational consumerism" has caused colleges to face increasing pressure in providing prospective students with candid and comprehensive information about programs and services to facilitate rational college choice. Public agencies are responsible for creating much of this pressure: court cases which have been based upon failure of college services to match published claims, Federal Laws which protect student consumers and student aid funds, and state agencies which require improved accountability and student access. Alleged recruitment abuses by colleges and other post-secondary schools have been covered by the media. More prospective students, their families, and counselors are expecting higher education institutions to be held accountable for providing complete and accurate information concerning the quality and effect of the education offered. (21:82)

Encouraging colleges to deal responsively and professionally with students and public is a desirable development, according to Stark and Marchese. However, requirements by the federal and state governments which would impose uniform standards in order to get "complete and accurate information"

necessary for college choice are viewed as inappropriate, costly and counterproductive. (21:82-83)

Two processes for verification of accuracy and fairness are recommended by Stark and Marchese: 1) An internal audit of informational materials in which the on-campus review of information materials in their developmental stages is sought by greater numbers of students and staff with accuracy of representation as the criterion. 2) An external audit of informational materials by outside evaluating sources such as: a) state or federal agencies; b) private auditing firms; c) service organizations such as Educational Testing Service, American College Testing Program, or the National Center for Higher Education Management Systems; d) regional accrediting associations; e) an institution-based national higher education association, such as the American Council on Education; or f) voluntary institutional consortia. (21:83,89)

The audit process of an information bulletin prepared by an educational institution should include the following, according to Stark and Marchese:

1) The information provided should include those items which an adequate sampling of enrolled students, prospective students, and other college constituencies believe is essential to accurate portrayal of the institution.

2) Data should be up-to-date and based on systematically gathered statistics or representative opinion surveys.

3) Sources of data and bases for conclusions should be noted for the reader.

4) Interpretation should be provided when the unsophisticated reader might have questions.

5) Terms unique to the institution should be clearly defined.

6) Normative data which compare the institution with similar schools should be included whenever possible.

7) The information bulletin should have been verified by college constituencies prior to the conduct of an external audit. (21:91)

The procedures proposed by Stark and Marchese:

> "are applicable to a wide diversity of institutional situations and assure that 1) participation of the educational community was obtained in constructing information materials for prospective students; 2) a group without vested interests has ascertained that the information document was constructed on sound principles; 3) sufficient explanation and interpretation are provided so that the public may judge fairly the adequacy and truthfulness of the information. Processes of open discussion and careful explication of sources lie at the heart of college traditions and characterize the work we ask students to join. These same processes logically and ethically extend to the preparation of materials we put in student hands prior to enrollment." (21:92)

Community colleges that are offering or contemplating to offer television based courses will be successful in promotional efforts if the fundamental, philosophical purpose is built upon a need for expanding current educational services to a population that has thus far been unaffected by on-campus programs." Kelly advances this position because "it seems to be the most rational basis for moving into media based programs given the current climate for the adult learner and for the overall advancement of the learning society." His premises direct efforts in promoting television courses without threatening on-campus programs, are better understood by the faculty, more adequately supported by administrators, and more efficiently utilized by students. Kelly believes that the principles and concepts that apply to recruitment of television students are essentially the same regardless of the locale. He asserts that "if community colleges are to be more effective then they must be more imaginative and precise in ways in which they inform their potential audience of their educational services." (6:1-2)

The thrust to reach the thus far unreached clientele has had a positive effect on the college environment. Television classes can serve as an excellent reentry vehicle for individuals to regain confidence in going back to college. Kelly contends that these classes have not taken away from campus enrollments

but have, instead, enhanced campus registrations. He recognizes that students are a vital link in a comprehensive recruitment plan. They can sell courses best at no cost providing a quality program is available. But, by the same token, word-of-mouth can be highly detrimental if a superficial or inferior product is aired. (6:7)

As reported by Mittelstet, the Dallas County Community College District began offering "telecourses of a quality that met or exceeded on-campus instructional standards five (six) years ago: 1) as a means of reaching citizens whose circumstances made it difficult for them to participate in college credit courses; and 2) as an alternative mode of instruction for students preferring an individual study approach." Their efforts in meeting the needs of citizens in the first group have been so successful that faculty concerns about job security have not materialized. (16:21)

Each semester's recruitment campaign revolves around a particular theme which is then reflected through a variety of print materials (mailers, handouts, newspaper ads, news releases, letters to target populations for specific courses, student information booklets) and video and radio spots (public service announcements, talk show interviews, paid advertisements). DCCCD occasionally purchases air time during the evening newscast for seven days running just before registration begins at the colleges. Selected zip code areas are targeted for mass mailings on a rotational basis. All print materials contain a mail-back registration form so that telecourse students may avoid on-campus registration. Forms are coded according to the publications in which they appear so that evaluation can be done on the effectiveness of each print effort. A "TV Hotline" telephone information number is monitored to determine how callers were informed of the service. Data from each of these sources are then analyzed to assist in planning strategies for future telecourse student recruitment campaigns. (16:22)

During the 70's various relevant laws have been enacted which provide for educating handicapped students. At the 1978 American Vocational Association Convention, William Halloran, State Plan Officer in the Bureau of Education for the Handicapped called for "radical adjustments" in present educational procedures to accommodate more handicapped students.

"Instead of saying 'Change the behavior of the children and then we can handle them;'" Halloran said, "we ought to be saying 'Let's change the behavior of the vocational education system to serve their needs better.'"

He cited problems such as the lack of cooperation between special educators and vocational educators and the tendency of all educators to overlook handicapped people as resource persons on advisory councils and other task forces. (11:92)

Richard Carlson, Director of the Division of Vocational and Technical Education in the Bureau of Occupational and Adult Education, also reiterated Halloran's call for greater efforts to educate handicapped people. He emphasized that "if educators sometimes don't know what is actually needed to better serve disabled people, the disabled themselves surely do. And they are articulate in expressing their needs and in showing their willingness to take the issues to court." (11:92)

Carlson acknowledged that "excess costs" was the biggest problem in complying with the regulations regarding provision of accommodations and training for the handicapped.

Both Reginald Petty, Executive Director of the National Advisory Council on Vocational Education and Dan Dunham, Maryland State Director of Vocational Education, while reacting to the speakers Halloran and Carlson, stressed that the disadvantaged also have special needs and must not be forgotten during all the emphasis which is being given to handicapped

students. Petty urged vocational educators to follow the activities of the Health, Education and Welfare Task Force on Civil Rights Issues in Vocational Education which is involved in tracking students and increasing the participation of women, blacks, and other minority groups, as well as handicapped people. (11:92)

The problems confronting blacks were addressed by three speakers at a recruitment session held at the AVA Convention in 1978. N. Alan Sheppard, Professor of Vocational Technical Education at VIP and President of the National Association for the Advancement of Black Americans in Vocational Education declared that ... "blacks cannot succeed in vocational education unless vocational education personnel are sensitive to their backgrounds, values and learning styles." Studying the black culture as a valid rather than inferior one, understanding that culture and the dialects that are part of it, and adapting teaching to respect these differences was recommended by Sheppard. "Also needed to successfully recruit and support black students is more work with the entire black community to sell it on the value of vocational education ... we must sell to the parents and the significant others in the black community the fact that vocational education means more than training for jobs, that it embraces the basic academic skills and generates motivation." (20:93)

A model for improving recruitment and support efforts was presented at the meeting by Angie Grace, a member of the Texas State Advisory Council on Vocational and Technical Education. She stressed vocational education's value in strengthening black students' self-image, showing them how to learn and adapt to new knowledge and skills, and the importance of reducing their alienation through work experience. She urged vocational educators to use: peer counselors, peer instruction, rap sessions, the buddy system, socio-drama, black career conferences where black representatives from industry and business appear as resource persons, and role

models, and career information specialists. "Let's have our counselors say not 'if you go into vocational education, you can't go to college,' but rather 'if you go into vocational education, you can pay your way through college'." (20:93)

In his article, "Minority Student Recruitment: A Concept and Plan of Action," Pitts provides the following insights:

> "The philosophy of recruiting black college students ... is a fundamental one: to assist high school students from the first date of acquaintance through the admissions process, matriculation and finally graduation. The assistance must be provided from the beginning (and involves all the people that can affect a student's decision to attend the college or university).
>
> This assistance begins when black students currently enrolled at the particular college or university, 'meet and greet' as many potential students as possible, and share their own college experience. Meeting with the students is not to 'sell' them on attending your particular institution, but to inform and share the opportunities that are available through the institution. The key to this approach is honesty." (19:78)

These steps are suggested by Pitts in establishing a training program for black student recruiters:

1) identification and selection of student recruiters

2) special academic program philosophy/distribution of "recruiter information packet"

3) explanation and discussion of information/format to follow/style of presentation on a higher school visit

4) quiz over information and review of all information

5) mock session with video tape, high school visit critique of presentation

6) high school visitation

7) bi-monthly review sessions describe the training methods, procedures and techniques employed in developing a successful black student recruiting program (19:78-79)

Pitts would include these facts in the "Recruiter Information Packet" mentioned earlier:

1) general school information (size, location, facilities, type of campus, etc.)

2) academic areas

3) academic support program information (recruiting, tutorial, counseling, outreach, etc.)

4) admissions criteria, fee waivers, deadlines for applications, etc.

5) finances (cost, financial assistance available based on what criteria, types of assistance, forms, deadlines, etc.)

6) preparation for potential questions (19:79-80)

Further observations made by Pitts are worthy of consideration:

> "...the effort to interphase Blacks and other economically poor often reveals that institutions are unprepared to fulfill their obligations to these students. Five major areas of concern in this respect are: admissions, financial, academic support, counseling, and outreach.
>
> ...The greatest pressures to universal access to higher education are coming from minority groups because of their new spirit of unity and self-determination.
>
> ...'the college's mission is to educate; it has a 'responsibility' to improve the performance of the individual, and not just to identify those with the greatest potential.' (Austin, 1970)
>
> ...colleges must abandon the practice of seeking out those who will enhance the prestige of the institutions and instead should seek to admit students who can benefit from the college experience. The distinction is between 'picking winners' and educating students.
>
> ...Black personnel should be added to admissions offices to further assist in the recruiting of black students. ...a multiethnic approach should be used by admissions offices (including) specific interests of Blacks, Chicanos, Asian-Americans, Native Americans, and other minorities.
>
> ...There is a need to face the problems that arise between the culturally different student and formal counseling system and to modify the system in such a way that culturally different students are encouraged to realize their full potential. ...It is imperative that culturally different professional personnel be used as counselors and intake personnel. ...There should be a minimum of one culturally different counselor per two-hundred students on campus in order to relate effectively to these students. The counseling center should become sensitized to the needs and life styles of all culturally different students.

> ... There is a need for a formal structure or place where Blacks and other culturally different students can congregate or feel intimately that they 'belong'.
>
> ... The significant lack of black males on campuses is both a social and recruitment problem. The current ratio of females to males has serious implications for the black's family structure as black males will not be as prepared educationally as black females in competing for jobs.
>
> ... There is a need for equity in our educational system. ...Black students together must instigate changes within the university for the benefit of all. Finally, we must all know who we are and what are our limitations before we can genuinely move forward in our wanted search for 'equal educational opportunity'." (19:82-86)

According to Collins, in Massachusetts, approximately five percent of high school age students attend vocational-technical schools while the percentage of students seeking technical training exceeds ten percent. The Greater Lowell Regional Vocational-Technical School, the state's largest and most comprehensive technical high school, was caught in the circumstance of being too small before construction was even completed. In 1975, its first full year of operation, 2,200 students were served and nearly five hundred students turned away. After four years of careful consideration and cooperative planning by administration and faculty, the 45-15 Plan was instituted which divides the student's school year into four quarters of approximately 45 days each with 15 school days off between quarters each year. This scheme rotates the student's school year of 180 days over the school's operating year of 242 days.

At Greater Lowell Vo-Tech, the plan is implemented by dividing the student body into four groups of about 700 students each (Tracks A,B,C and D). At any given time, three tracks are using the school facility and one track is on vacation. (9:87)

The Learning Activity Package (LAP) is used as the model for curriculum management of individualized instruction. In this system, content is broken into component parts, and students proceed at their own pace through learning

tasks designed to teach key concepts. At the completion of each LAP, students are tested and either given more advanced LAP's or recycled through remedial instruction until the test is passed.

The LAP concept allows teachers to function as managers rather than lecturers and enables them to work with students on a small-group or individual basis instead of working with large lockstep classes. The LAP system permits teachers to spend more time with slow students. These LAP's are designed by faculty, edited and approved by department chairmen, and printed and distributed by graphic arts students.

This LAP system is supplemented by a sophisticated media retrieval system which is capable of broadcasting two hundred different closed-circuit TV programs simultaneously to more than 250 locations.

The year-round plan has been found to be cost effective. During its first two years of operation, the 45-15 Plan utilized a budget increase of approximately twenty percent while the student body increased by thirty-three percent, resulting in lower cost-per-pupil ration and a real savings to taxpayers. (9:88)

Problems encountered have been in the following areas:

1) The increased number of work days for teachers has caused some fatigue and lack of enthusiasm.

2) The administrative staff responsible for day-to-day operation of the school is heavily taxed.

3) The lack of a long summer vacation for meeting, planning, and preparing to implement the next year's program must be overcome.

4) Scheduling for preventive maintenance and custodial work is sometimes a problem.

5) Increased enrollment has caused additional work for all support personnel.

6) Student programming is very difficult to schedule year-round in a vocational-technical education setting. (9:88)

Advantages reported by Collins include:

1) Increased teacher salaries make possible the attraction and retention of high quality instructional staff.

2) Trade and technical people used to working year-round in higher paying jobs can now afford to consider teaching.

3) Teachers can take vacations when most schools are in session, thus avoiding crowded recreation and resort facilities at peak vacation periods.

4) Students are more alert while in school and forget far less during a three-week period than they do during the traditional ten-week summer recess.

5) Track changes can be made to accommodate family plans if requests are placed early enough.

Odessa College in Texas was hit by an enrollment slump in the fall of 1977 and decided to test the marketing concept, reports Dr. Miles A. Eckert in a paper, "The Marketing Process at Odessa College," presented at the National Convention of AACJC in Chicago on May 1, 1979.

> "Lacking funds to hire an outside consultant, administrators from the areas of instruction, student development, and informational services studied the nature and scope of marketing strategies. This study prompted a request to form a marketing task force for the college. What the administrators had initiated were the early stages of the total marketing process which involved these seven steps: 1) Philosophy, 2) Approach, 3) Commitment, 4) Assessment, 5) Recommendations. 6) Action, and 7) Evaluation. (4:2)
>
> These administrators perceived that marketing was a strategy requiring a global commitment from the various areas of the college rather than from one person or a particular department. They defined marketing as a combination of image portrayal, service adaptability, and the evaluation of how well service and promotion compliment one another.
>
> ... The marketing task force at Odessa College was organized in November, 1977, utilizing ten committees. Eight committees, consisting of five or six leaders from the faculty and staff constituted the core of the task force and were the only committees to make recommendations, including: Community Economics Markets, Community Cultural Markets, Student Retention, Student Recruitment Techniques, Image Evaluation, Future Programs and Services, and Foundation and Resources. Two additional committees were formed to carry out special functions: a research and data committee and a monitoring and evaluation committee.
>
> At this time, the college did not have a research and planning director. Therefore, a research and data committee was formed to find, collect, and distribute information needed by each of the core committees. (4:3)

... The monitoring and evaluation committee served several unique functions: 1) It served the purpose of acquainting the rest of the task force with the philosophy and approach to marketing. 2) It served as a vehicle for channeling information among the eight core committees by having one member of the committee attend each of the core meetings. When the monitoring and evaluation committee member attended the core meetings, he shared information found by other committees and cautioned the committees when they began to duplicate efforts of other committees. 3) The committee served as time-line managers, reminding the core committees of their deadline dates. 4) This committee collected, evaluated, and prioritized the recommendations as reported by the core committees. (4:4)

A successful marketing process on any campus requires the support of the president. It must also have the support of a large number of campus leaders. ... Commitment was also necessary from each committee member. As the task force continued and generated more involvement, the initial pessimism of a few group members was overcome by the excitement and possibilities for change that had suddenly been made available. (4:4-5)

Marketing assessment consists of an anaylsis of information concerning the potential student markets, characteristics of current students, characteristics of the institution itself, and its competition. It should also consider technological, social and political influences affecting the demand for education. Data collection and its correct interpretation are essential for decision-making. Every marketing process should carefully collect suitable information and have someone capable of interpreting difficult information when the need arises. (4:5)

... One of the problems encountered by the marketing task force at Odessa College was the lack of institutional research. Consequently, one of its major recommendations was to hire a research and planning director to establish benchmark studies that would be profitable in institutional decision-making for the future.

The idea of marketing is to help the community college achieve a better match with a potential student population in its service area. A marketing task force's success depends on the validity of its assessment and ability to achieve its recommendations based on that assessment.

The marketing task force at Odessa College produced about forty-five recommendations that were reduced to thirty-four when duplications were deleted. These recommendations were ranked independently by each member of the monitoring and evaluation committee and a composite rank was compiled. This compilation was submitted to the president.

After recommendations are made, they should not be allowed to collect dust on the president's desk. He needs to review and evaluate each one carefully. (4:6)

... When the president determines his priorities, then campus wide action can begin. Since involvement and participation have already been developed by the marketing task force, change can take place rapidly. Caution should be exercised to ensure that changes and new programs are well developed before they are implemented.

> ... Paradoxically, while the college evaluates the success of a marketing process, the college has already been evaluated by that process. ... Whether an enrollment increase was achieved is the first consideration in the evaluation of marketing. But equally important is the value of change and improvement which was achieved by the college in its search to provide meaningful educational opportunities to its public. To evaluate only in terms of enrollment would be irresponsible to the students attracted by the process." (4:7)

When the marketing task force was first established it set as its major goal a ten percent increase in enrollment for the fall of 1978 over the fall of 1977. Eckert reports that this goal was surpassed appreciably when Odessa College experienced a sixteen percent increase in enrollment for that time span. The number of changes instituted have had a positive effect on the morale of the campus and talk of continuing the marketing task force has recently come from among the faculty and staff. (4:7-8)

From Mary Kathryne Baratta one learns that when Moraine Valley Community College, Palos Hills, Illinois experienced an enrollment decline for the first time in its ten year history, this fact prompted the use of market segmentation as a planning tool for recruitment efforts.

> "The model that evolved contained four major components: target group identification, recruitment plan, implementation and monitoring of plan, and evaluation. The model was based on the following premises: 1) it must be consistent with college goals and mission; 2) it must result in no new major budget expenditures; 3) it must be a college-wide coordinated effort; 4) it must be planned, developed and implemented within nine months; 5) it must be self-sustaining; 6) it must be based on data; 7) it must be monitored and 8) it should be considered as a pilot program.
>
> Target Group Identification. Three groups of students were identified: a) students who graduated from high school in June 1977 and were attending MVCC in fall 1977; b) students currently enrolled in career or transfer programs and c) students who were enrolled at Moraine Valley high schools, recent high school graduates were subdivided into three groups--graduates of local public high schools, graduates of local private high schools and graduates from other high schools. The number of students graduated from each high school was then used as a base to determine the MVCC participation rate by high school. The participation rate ranged from 5% to 27%. This information provided MVCC with local high schools whose participation rates were low.

Recruitment Plan. The recruitment plan was divided into two components, the high school plan and the community plan. Since the recruitment model had a coordinated effort as a premise, a recruitment task force was commissioned to develop the recruitment plans. The task force was comprised of the Dean of Student Development, Dean of Instruction, Associate Dean of Vocational Education, Assistant Dean of Admissions, Director of the Public Information Office, Director of Research and Evaluation and the Executive Vice President.

Based on the data and consistent with college goals, the high school recruitment plan was drafted. Seven programs that were not attracting high school students were identified. These programs met the stipulations that they were applicable to recent high school graduates and could enroll additional students. Program brochures geared to the high school audience were printed and distributed to the high schools where the participation rates in the selected programs were low. Ads highlighting the selected programs were also placed in high school newspapers.

In the four local public high schools were participation rates were extremely low, MVCC addministration met with high school adminstrators, counselors and faculty to explain new programs and programs that have been recently revised at MVCC. During this meeting, plans were also set up for MVCC staff to speak with high school juniors and seniors regarding MVCC offerings. Additionally, a program was started where members of MVCC's Technology faculty could visit various Technology classes at the local high schools.

The community plan entailed: visits to shopping centers in communities with low participation rates; program news releases in all community newspapers; general news releases in targeted community newspapers; the opening of an information center in communities with low participation rates; a bank mailer outlining MVCC offerings and services to depositors in target community banks; advertising fall registration by means of moving signs in targeted communities; reorganization of the fall mailer emphasizing targeted programs and the addition of new addresses to the MVCC mailing list.

Implementation and Monitoring of Plan. The plan was implemented March 1, 1978. A staff member was selected to monitor the plan and to make sure all deadlines were met. All recruiting efforts had to have the approval of the coordinator.

Evaluation. The results of the recruitment efforts (were to) be evaluated during the fall 1978 semester.

This first effort at recruitment at MVCC has led to an awareness of student and program attraction at MVCC which will be used in subsequent planning of programs and courses. Questions such as, Why is the participation rate low in some communities? Are we meeting community needs? Are we meeting high school graduates' needs?, now must be answered." (1:1-2)

William A. Keim and Others prepared "A Status Report from the Task Force on Marketing Research" for Metropolitan Community Colleges of Kansas City, Missouri, in June, 1978. They report that:

> "Concerned with changes in enrollment and credit hour patterns, the chancellor of the Kansas City Metropolitan Community Colleges (MCC) created a special Task Force to consider recommendations for marketing strategies for the 1978-79 academic year. The Task Force reviewed regional and district demography, area population trends and density, age and racial distribution, educational characteristics, employment, per capita income, and projected employment patterns until 2025. It also investigated marketing objectives in terms of 1) adult nonstudents and current students, 2) competition for minority and occupational enrollments, and 3) institutional survival. In addition, surveys of area employers and educators and MCC employees were conducted to ascertain their perceptions and evaluations of college services, their characteristics, and their relationships with the college." (2:Abstract)

Keim cites the writings of Dr. Harold Hodgkin on the subject of community college survival in the new world of competition, who states that the school must:

1) attract all age groups
2) schedule for part-time students
3) have an urban base of population
4) reduce dependence upon tuition
5) operate at or near capacity
6) market for women and minorities
7) have a flexible instructional staff
8) develop "life span curriculum"
9) make use of local resources
10) provide non-institutional services

The basic ingredient to successful competition is image and reputation. Hodgkin states that a college will survive if:

1) it has a clearly focused mission

2) it has programs which reflect the mission and "add up to it"

3) it has some limit to student diversity

4) it cooperates with other institutions

5) it is cost effective

6) it has dispersed leadership patterns (trustees, faculty, students, administration, others)

7) it has standards of performance plus a variety of ways of meeting and preparing for standard structure. (2:52)

These comments on marketing strategies directed toward minority students are offered by Keim:

> ... "Many students become psychological drop-outs in the second and third grades. The schools blame the parents and vice versa. Many urban parents are victims of the same cycle and have negative attitudes toward schools. Quite a number of the parents cannot effectively read, write, or do basic mathematics. So we have urban students and parents unable to read, write, and spell effectively to function in life.
>
> In order to alleviate these problems, schools and colleges must adapt their priorities to meet these specialized needs. Community college teachers, administrators, and staff must change their attitudes about the urban youth not being able to learn and to cope with society. In-service workshops must be held with college personnel on attitudes, teaching methodology, and techniques to enable them to deal with changes in our society.
>
> In order to specifically deal with the community college minority drop-out problem, we must develop strategies to find out why the students withdraw. This can be accomplished through personal contacts, phone calls, and visitations. A sampling of minority students who have withdrawn could be interviewed from all community colleges.
>
> The second step would be to interview a sampling of minority students presently enrolled in the community college district, ...including students experiencing difficulty with classes or with other personal problems. Recommendations may be secured from counselors, teachers, and students. (2:66)

In order to offset the minority drop-out rate, emphasis should be also placed on marketing the community colleges to other minority students. This may be accomplished in several ways, such as:

1) An Information and Referral Center located in a minority community

2) Personal contacts be made with high schools, churches, jails, detention homes, organizations, block clubs, neighborhood centers, businesses, community agencies, and parents to familiarize them with what we are offering in traditional and non-traditional courses.

3) Door-to-door campaigns

4) ...campaigns include simple brochures, needs assessment forms on time, scheduling, community locations, needed technical skills, job related skills, and consumer response programs. (2:66-67)

Emphasis should be changed from accommodating the traditional full-time eighteen to twenty-four year old student in the same old traditional way. It is all right to recruit students, but we must also retain them.

Since most minority students in urban areas who enroll in community colleges are educationally disadvantaged or sometimes called marginal students, it is imperative that the community college district be committed by philosophy to providing some formal education or training for all students regardless of social class, sex, race, and lack of previous academic success.

Too often the terms 'open-door college' or 'community college' are just rhetoric. ... 'Open-door' means more than the idea that every student with a high school diploma or G.E.D. can go to college. It also means that the student, regardless of his or her level of achievement, will receive the best education possible in the college commensurate with his or her needs, efforts, motivation, and abilities. In reality, most community colleges develop the traditional programs and curricula which prepare able students to transfer to the senior institution or prepare terminal students to go directly into employment.

The community college faces a dilemma in trying to provide a quality education for both academically able and marginal students. (2:67)

...Since the community college serves a wider segment of people with broader short-term goals, the curriculum must be a 'knowing' or doing curriculum. It must have its intellectual components, but it must also be flexible, practical, and oriented toward individual differences in the students than toward academic conformity to the subject matter.

Educationally disadvantaged students are idealistic, but they are also practical. They want their means (instruction) to be dramatic, interesting, and relevant; and their ends (knowledge and skill to perform the job they are preparing themselves to execute) to be well defined and immediate.

Group guidance is another important component to the marginal students. The function of group guidance is to provide a process through which students will be enabled to make good choices, improve their interrelationships with people and the world, and to develop to the maximum of their ability. Group guidance ... has special significance to a program which is composed of students who are considered poor scholastic risks.

...The community college serves a large and diversified student body: it cannot be today what it was yesterday because it is confronted with problems whose only solution is change. Traditionally, the education of the marginal student is a problem that higher education has either overlooked, has not had to face, or to 'tell it like it is', has refused to face. Therefore, there are few persons in the community college movement or in higher education as a whole who are experts in dealing with marginal students. Yet, it is becoming increasingly clear that concern with the marginal student is a dimension that colleges must face.

Obviously, community colleges are attended by many students who cannot succeed in a traditional college curriculum using the traditional methods of instruction and evaluation. These students need special attention and there is little expertise in higher education or in community colleges to handle such students. What is needed is some blueprint or some structure that will assist community college personnel in developing programs for high risk students. (2:68)

This may be established at each community college by:

1) The president setting the tone for change

2) President and academic deans indicating that remediation is a priority--general persuasion

3) Securing federal grants--In-service training for faculty--remediation--math and reading consultants--to assist teachers and administrators--human relations courses or seminars

4) Multiple adoption of textbooks--easier books with the same subject material

5) Developmental or remedial departments should become a part of the total college program

6) Develop courses in study skills and career planning

7) Develop tutorial services to support classroom learning

8) Offer diagnostic tests for study skills

9) Colleges must become more involved in the community-secondary school system

10) Host Career Fair for high school students

11) Send letters to all graduating seniors

12) Participate in more outreach programs

13) Centralize all college mailing lists

14) Establish information centers in shopping areas and libraries

15) Establish a vocational information service program (campus and community)

16) Each community college should have a person who is responsible for the recruitment and retention of minority students

17) Evaluation of teachers and administrators (department chairpersons, etc.) regarding motivation, teaching techniques, human relations involving students. Some type of new evaluative tool is necessary if we are to retain students." (2:69)

The following insights emerged from studies conducted by the task force on marketing research at Metropolitan Community Colleges, as reported by Keim:

..."the quality and diversity of instruction is the final and most important tool in attracting and retaining students; we, as educators in a system of postsecondary education, must implement ways to increase learning through all means now at our disposal. Education must be seen as an attractive enterprise to our adult population. (2:168)

..."Since it became mandatory that our 'product' be made as attractive and useful as possible to a diverse student body, we (should) give consideration to the full development of a Center for Excellence in Education. This unit, organized around faculty members, counselors, and media specialists, might examine, experiment, and propose implementation in the following areas:

1) New learning systems based on developing technology

2) Packaged instruction

3) Diagnostic testing/counseling

4) Learning style preference

5) Experiential learning assessment

6) Uses of mass media

To market postsecondary education to a growing diversity of clientele we must seek and develop learning options. This entire option process is instructional in nature and is a responsibility of faculty if our quality is to be retained." (2:170)

In an interview with R. Laurence Schoenberger, Assistant District Director, Student Services, Waukesha County Technical Institute on March 22, 1979 it was revealed that survey on recruitment practices in use by Wisconsin Vocational, Technical and Adult Education system schools is currently being conducted by Student Services Coordinators within the system. Each school has been asked to describe their organization, accountability controls, and evaluation practices utilized by their administration and to respond with a description of the four best recruitment activities describing the format, cost, manpower required, and any substantitive results that have been accrued by these activities. The compilation of data gathered through this survey should be available to member schools during the summer of 1979.

Recommendations

Tatham declares that "the college which has responded to the needs of women, the needs of the handicapped, the needs of the unemployed, the needs of the high school graduate, the needs of men, the needs of those seeking job advancement, the needs of those seeking a career which requires an advanced degree ... is meeting community needs." It is going to be increasingly difficult, or even impossible, for such colleges to predict enrollment on a long-term basis because enrollment is no longer related only to the number of eighteen year olds. Instead, it is increasingly becoming related to the number of people within the age range of eighteen to twenty-nine. In the April 10, 1978 Chronicle of Higher Education it was reported that over one-third of college students are twenty-five or older. According to the Bureau of the Census, nationally, enrollment of women ages twenty-five and older increased twenty-three percent from 1976 to 1977. (8:3-4)

These recommendations are drawn from the writings of Tatham:

1) Colleges must provide the special services required by women to help them to establish career goals and complete their educational plans before becoming disillusioned with the rigors encountered in acquiring a college education.

2) Colleges should recognize that each student, regardless of the number of credit hours carried, requires some basic services and seek to increase their expenditures for library acquisitions and counseling services beyond that projected on the basis of full-time equivalent enrollment figures.

3) Both the recent high school graduate and the "non-traditional" students must be accommodated in the recruitment plans of an institution.

4) Schools must change their programs and schedules to meet the needs of potential students who require retraining in their current field of employment or training in new and emerging occupations.

5) Enrollment projections should be based on demographic information, an assessment of community needs, and the projected results from the development of promotional, delivery, and evaluation techniques.

6) Retention factors should receive consideration.

7) The institutional research staff must work closely with those persons responsible for student recruitment, changes in curriculum, delivery systems, and student services.

8) Cooperating with other schools and encouraging their strengths should be mutually beneficial.

9) Educators need to accept the challenge of "risk taking" in order to provide quality education for individuals with a variety of needs.

10) There must be a willingness to change direction when pertinent data indicates a need for change.

11) "Contingency type" planning should consider the possible effects of alternative actions and should be assessed on a regular basis. (8:4-8)

Parker offers these suggestions in his report on Collegiate Enrollments in American Two-Year Institutions, 1977-78:

1) Undertaking probing, pioneering, and innovative programs should be continued by two-year schools.

2) Developing new approaches to academic and administrative management offers many challenges.

3) Initiating consortium arrangements with other two-year institutions and with senior institutions in the area is worth consideration.

4) Pooling of resources in terms of libraries, laboratories, and computer facilities may be rewarding.

5) Striving for a greater interrelationship between career education and arts and sciences academic programs is recommended.

6) Maintaining a closer liaison with the public and engaging in promotional campaigns is encouraged.

7) Placing more emphasis on continuing and adult education through showing concern for both high school graduates and college "stop-outs" who are potential full-time students can increase enrollments. (3:14)

In a national study of marketing activities directed at "prospective students", the admissions officers of 350 private colleges and universities were surveyed and the report presented in the Spring, 1968 issue of College

and University by Murphy and McGarrity. Several conclusions can be drawn from their study:

1) Admissions officers tend to equate marketing with selling or promotional activities.

2) When considering the dwindling numbers of college age students in the future and the apparent decline in societal emphasis on the "college degree", admissions personnel need to reexamine their recruiting efforts in light of these current trends.

3) There does not seem to be a strong enough communication link between admissions officers and other administrators which could inhibit the effectiveness of the school's recruiting program.

4) One day seminars conducted by the school's marketing faculty members could educate admissions personnel, as well as top administrators, toward a deeper understanding of the scope of marketing.

5) There is a need for more schools to employ a person whose major responsibilities would be to coordinate product development and modification, recruiting, promotion, research, and other marketing functions encompassing the entire institution. (17:259-260)

These recommendations, as set forth by Lahti, present a fitting conclusion to the status of the art of recruitment in instituions of higher education today.

> "There must be continued shift of resources and emphasis from accommodating the traditional full-time eighteen to twenty-four year old student to the new majority, the adult part-time student. As two consumer studies indicate, there are a few significant criteria for the growing participation of adult part-time students in educational programs. These criteria are availability of time and place, quality instruction, and relevance to current consumer needs.
>
> It would seem that the future path of post-secondary education is clearly marked. We must continue to read and respond to the signs posted for us by those most instrumental in determining the direction education will take--our consumers, the students of today and tomorrow." (14:11)

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